



# ON LEARNING



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Lifelong Learning Institute

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## "Peer Today, Boss Tomorrow"

The Lifelong Learning Institute will soon have a new resource video available for your use.

The "Peer Today, Boss Tomorrow" video is designed to help employees make a successful transition from co-worker to manager or supervisor. "Peer Today, Boss Tomorrow" presents four proven strategies that will help new supervisors navigate changing relationships and prepare for the most difficult situations they're likely to encounter as they assume their new role.

If you would like to learn more information about this video call Carol Radke at (317) 232-0106.

## Training Information

Remember! **CALL-TO-SCHEDULE** classes are available if you would like to bring a specific training class to your location. Contact Nyla Dawson (317) 232-7212 or Bob Hays (765) 962-8591, ext. 207, for this Lifelong Learning Institute service.

## Check Out These Websites!

Public Speaking:

<http://www.ljlseminars.com>  
<http://www.gorin.com>  
<http://www.nsaspeaker.com>  
<http://www.speaking.com>  
<http://www.santcorp.com>

Training Information:

<http://www.activetraining.com>  
<http://www.learnativity.com>  
<http://www.trainseek.com>  
<http://thiagi.com>  
<http://www.newsletterinfo.com>  
<http://www.businessballs.com>

Presentation Skills:

<http://www.powerpointers.com>  
<http://presentations.com>

## "Making Meetings Work" Prepare!

Whether or not you should meet depends on your answer to the following question:

### What do you hope to accomplish?

- ❖ If you determine that it's appropriate to meet, what type of meeting will it be?
  - Informational?
  - Problem solving/decision making?
  - Planning?
  - Feedback?
- ❖ The type of meeting determines how many should attend.
  - Informational      unlimited
  - Problem solving    5 maximum
  - Decision making    10 maximum
  - Feedback            30 maximum
- ❖ Who needs to attend? Ask three questions:
  - Who has the knowledge or experience to contribute in a meaningful way?
  - Who, if anyone, is needed to make a decision...or is the group empowered to make a binding decision?
  - Whom does the meeting directly affect?
- ❖ Create an Agenda! Remember ROPE!
  - R**esponsibilities – who does what
  - O**rganization – the flow of the meeting
  - P**urpose – why you are meeting
  - E**xpectations – what it is you hope the meeting will achieve?
- ❖ What goes into a good agenda? (Try to limit it to one page.)
  - Date
  - Time of day
  - Duration
  - Location
  - Attendees & special responsibilities
  - Meeting purpose
  - Timelines
  - Include supporting information

Continued on p. 2, column 2



## Gain a Presentation Advantage by Using Visuals

Most of us have heard the old Chinese proverb, "One picture is worth a thousand words." Some researchers have suggested the proverb did not actually come from China. Instead they quote author Fred R. Barnard, who said that when he wrote it in 1927, he called it "a Chinese proverb, so that people would take it seriously." Whatever its origin, presenters should certainly take the idea seriously. Good presenters make effective use of visuals.

Stephen S. Pride claims when visuals are "added to aural instruction, 35 percent more information can be absorbed in the same time and retention of information is about 55 percent better." If Pride is right, a presenter failing to use visuals is very unwise.

Visuals have several advantages. They ...

- Capture audience attention and invite interest
- Improve listener understanding
- Increase retention of ideas
- Heighten persuasiveness
- Save time



A number of principles govern the effective use of visuals. Here are three to remember:

1. Visuals must be focused and "easy to understand." Presenters should use:  
No more than six words per line  
No more than six lines per visual  
No more than three columns of data
2. Visuals should not be overused. Have you ever observed the presenter who brings a large stack of overheads to the podium and proceeds to plow through the extensive collection? Although visuals are valuable, they should not be overused. The audience should focus on the message, not the visuals.
3. Avoid visual-verbal interference. The visual message and the verbal message must be unified. Speaking language completely different from the vocabulary of the visual causes audience confusion. Poor timing of visuals also causes interference. Instead, make sure that visuals are on time – neither too late nor too early – and are harmonious to the overall message.

**Source:** Performance Partner, Franklin Covey newsletter 20012.2

**Meetings** (continued from p. 1)

### A few more things to consider:

- Early Monday, late Friday and after lunch are NOT good times to schedule a meeting!
- Be realistic when determining how long the meeting should last. If your meeting will last more than two hours, schedule breaks!
- Consider the number of attendees and their convenience when deciding WHERE to meet.
- The type of meeting you're holding often times dictates seating arrangements. A "U" shape can accommodate up to 30 and still allow all to see the facilitator. Circular arrangements are best for decision making/problem solving. Theater style is ideal for information giving and training.
- Remember to consider what other audio-visual equipment you will need and who will operate it.

**Source:** Leading Effective Meetings Training, Lifelong Learning Institute



### English Vocabulary (50¢ words for the quarter)

**Turgid** – 1: Being in a state of distension: Swollen, Tumid 2: excessively embellished in style or language; Bombastic, Pompous

**Ineffable** – 1: a: incapable of being expressed in words; Indescribable b: Unspeakable 2: not to be uttered; Taboo

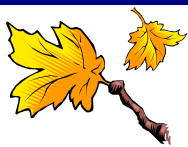
**Ephemeral** - 1: lasting one day only 2: lasting a very short time, **syn** Transient

**Obstreperous** - 1: marked by unruly or aggressive noisiness; Clamorous 2: Stubbornly resistant to control; Unruly, **syn** Vociferous

50¢ words sent to Eye on Learning by Bruce Meyer

If the reader has any good 50¢ words, send them to Carol Radke.  
(cradke@dwd.state.in.us)





## Understanding Spanish

### Grammar

Word order in Spanish generally follows the pattern of subject-verb-object, as in *Las gallinas comen semillas* (the chickens eat seeds).

As is the case with verbs in many languages, verbs in Spanish are conjugated, or changed to indicate tense and person. In their infinitive form, Spanish verbs end in -ar, -er, or -ir. For example, the Spanish verb *to walk* is *andar*, *to eat* is *comer*, and *to sleep* is *dormir*. Users indicate the tense (present, past, future, conditional, or one of the various compound forms) by adding endings to the main stem of the infinitive. These endings also indicate the subject of the verb (first person singular and plural, second person singular and plural, third person singular and plural). For example, *andar* is conjugated in the present tense as *yo ando* (I walk), *tú andas* (you walk), and so on. When indicating the future tense, these endings change: *yo andaré* (I will walk), *tú andarás* (you will walk), and so on. When using the second person singular or plural (the *you* form in English), Spanish speakers can choose between a familiar form and a formal one, depending on the relationship between the speakers. In the familiar form, *you* is translated as *tú* in the singular and *vosotros* in the plural. In the formal form, it is translated as *usted* in the singular and *ustedes* in the plural.

Two verbs in Spanish express "to be": *ser* (conjugated in the present tense as *soy, eres, es, somos, sois, and son*), and *estar* (conjugated in the present tense as *estoy, estás, está, estamos, estáis, and están*). In general, *ser* expresses permanent states, such as *Soy alto* (I am tall) or *Somos de Perú* (We are from Peru). *Estar* expresses temporary conditions, such as *Estoy cansado* (I am tired) or *La calle está mojada* (The street is wet).

Spanish has two past tenses: the preterit and the imperfect. In general, the preterit refers to completed past actions, such as *Amelia terminó su tarea* (Amelia finished her homework). The imperfect expresses continuing actions in the past, such as *Durante todo el día Miguel pensaba en sus padres* (Throughout the day Miguel thought of his parents).

**Source:** "Spanish Language," Microsoft® Encarta® Online Encyclopedia 2004; <http://encarta.msn.com> © 1997-2004 Microsoft Corporation. All Rights Reserved.

## Time Management Tips for Fall

Provided by Dr. John Izzo  
Izzo Consulting Inc.



Here are a few tips to inspire you to count yourself in the equation this fall:

1. Put a plan in place to manage stress for the fall. Commit to personal time! Write it into your day-timer with permanent ink and then stick to the schedule this fall.
2. Identify the things that you made time for this summer (reading, hobbies, family, personal time) and commit to continuing the practices when the busyness arrives.
3. Ask yourself, what really matters this year? Remember, life is short and there is only enough time for what really matters. It is so easy to become distracted.
4. Do one thing every day this coming year that feeds your soul. Just one small thing every day can make a world of difference.



Now some of you are thinking that things never slowed down this summer, where did summer go? So make a commitment now – that your hopes for the summer – for renewal and time for the important things will occur this fall. Remember the words of the poet "I turned my head only for a moment and the moment became my life."



### Tips on Technology

When working in Microsoft Office software programs remember to open the Options dialogue box to have access to a variety of changes you can make to your program.

For example, in Word you can change the number of files shown in your recently used files listing on the File menu or set the auto-recovery time limits so your PC will automatically save the file you are working in. In Excel, you can select the option to hide the gridlines in your spreadsheets for a more professional appearance.

Find the Options dialogue box by selecting Tools on your Menu bar then clicking on Options. Click each tab to find what options are available in each of the different Microsoft Office software programs.

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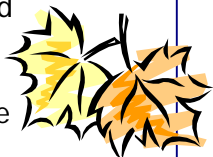
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## PAIR SHARES

Continuing with our Pair Shares segment from the last newsletter – try some of these during your next training session:

**Pair Share #4:** “Stand up, turn to your neighbor (I always tell them to make sure no one is left out; they can also form standing triads) and tell this person two pieces of information you think you can use from the lecture.”

**Pair Share #5:** “Think of a motion that could represent what you just learned. Now stand up and show your neighbor the motion and explain it to him.” (This serves two purposes: people begin to think in “metaphors,” i.e. representing one thing with a different thing – a powerful way of locking in information – and it gets their bodies moving and active so they can stay awake longer.)

**Pair Share #6:** “If you had to represent what you have just learned with a sound, what would the sound be? Turn to your neighbor and tell him the sound and why you chose it.”

**Source:** Sharon Bowman, “Presenting with Pizzazz”, 1997



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